



Appointment of Teacher of Inclusion

Required:
January 2026

Welcome from the Head



My priority over the past few years has been to improve the quality of teaching and learning and to open doors for every student that we are privileged to teach.

The school has undergone a great deal of change since I arrived in 2018. Some of these changes have been as a result of our own analysis and reflections on what we needed to do better, some have come about through the amazing new building project, and others have evolved as we have addressed our vision, ethos and purpose as educators .

We want our students to **ASPIRE**; to want to be the best they can be, to seize opportunities, be prepared to take risks and not be frightened of failure.

We want them to **INNOVATE**; to think outside the box, be creative and curious, to be proud of who they are and to be able to work both collaboratively and independently.

We want them to show **RESPECT**; to be thoughtful and kind citizens who support each other, members of our school and local community.

Our motto, **Ad Astra**, to reach for the stars, represents the high expectations that we have for each member of our school community. Having dreams, goals, targets and a vision is an important driver to help keep us all motivated and make the learning journey purposeful and exciting. We want excellence in everything and we support and encourage everyone to be the best they can be in all that they do.





Who We Are

- We are a 11-16 comprehensive school
- We are a 7 form entry, 210 PAN
- We are central to Redhill and have great access from the train station, easily accessible to the coast and London
- We are in SESSET along with The Ashcombe School and Therfield School
- Our last Ofsted Inspection was rated 'Good' in May 2023
- Our students make good progress and we continue to work hard to ensure their outcomes continue to improve

“Pupils are proud of their school. They know that the staff work very hard to support them”
(Ofsted 2023)

The Role

To teach students up to GCSE, who require intervention or extra support.
To provide stability and a safe learning environment.

Salary: TMS/UPR, Fringe

Line Manager: Director of Inclusion

Hours of work: 3 days per week 60/100ths

Contact Karen Ehren, HR Officer for more information
hr@carringtonschool.org or 01737 764356 x208



Benefits

- > **Above average PPA** allocation
- > Strong Induction Programme
- > Great CPD and training opportunities
- > Teaching staff **finish early on Fridays**
- > Two-week October half term
- > ECTs paid from June throughout summer for a Sept start
- > Opportunities to **accompany visits locally, nationally and internationally**, such as skiing in Italy, hiking in Morocco and community project work in Uganda
- > Modern, spacious and well-equipped staff room
- > On-site parking
- > Confidential membership of Smart Clinic, our employee support service that covers legal, health, financial and lifestyle support for all staff
- > Annual pay progression within your pay grade
- > Laptops for all teaching staff and tablets for all teaching assistants
- > Start the day with free morning porridge!
- > Complimentary refreshments when attending evening events such as Parent-Teacher meetings and Open Evening
- > £1000 finders fee for staff who recruit other appropriate staff for us
- > London Fringe Allowance
- > **Annual flu vaccinations**
- > Paid lunch duties available

Our people really are what sets us apart, with a warm and positive culture that challenges and supports us to be our best every day.

Our holistic approach is evident in our innovative Excellence Programme designed to provide cultural capital, a beautiful Ecology Area that stretches alongside the Earlswood brook where we run our Forest School, and extensive enrichment opportunities.

Role Description

The Role

Professional Responsibilities

- To uphold Developmental and Inclusive Centre of Excellence (DICE) principles and work within this framework
- To deliver an integrated curriculum and Maths and / or English to GCSE
- To support welfare and behaviour with young people who are identified as EBSNA and / or at risk of permanent exclusion (NEBULA - Alternative provision)
- To build positive relationships with families and be able to support them with challenges that might Impact on their children's ability to succeed In school
- To maintain Carrington expectations and high standards at all times
- To maintain appropriate records
- To track and monitor the progress of students
- To engage with professional bodies and external agencies, specifically the Inclusion Service as part of the responsibility for attendance
- To mentor and raise aspirations of students through a focused mentoring programme
- To work with families to ensure consistent approaches support the learning opportunities for the students

Promote good progress and outcomes:

- Support students with being prepared for learning and are sufficiently motivated to engage with learning
- To keep records on students' barriers to learning, triggers for behaviours
- To set realistic and measurable targets for each student on a needs basis and support this on the 60 second profile
- To assist in assessing students' work
- To familiarise yourself with the Schemes of Work studied by the students to support with planning and preparation as agreed with class teachers and Subject Leaders for those subjects being studied.
- To contribute to Annual Reviews with the relevant staff
- To enable thinking skills development by providing appropriate intervention to ensure the student understands the task.
- To support problem-solving skills by providing opportunities to develop investigative skills, encouraging students to seek a range of solutions.
- To provide support for developing learning skills to enable students to become more aware of their own thinking as an active process.
- To give support for increased self-esteem and self-confidence / emotional skills development, by encouraging students to build on existing effective relationships in order to share ideas and opinions with peers and adults.



Role Description

- To encourage the use of collaborative skills by assisting students to learn to work with others.
- To encourage students to take responsibility for & be proud of their learning
- To provide support for the staff involved with any identified student, by offering feedback about the progress of individuals, in order to assist in planning.
- To actively seek new opportunities for these students.
- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with student, exercise appropriate authority, and act decisively when necessary.
- To actively support the approach of Carrington School towards behaviour management and reinforce agreed rules in working with students.

Working with Others

- Liaison with parents / carers and staff
- Sustain effective, positive relationships with all staff, students, parents/carers, Governors and the local community
- Liaise effectively with all stakeholders including parents/carers, local secondary schools, the MAT, business and community partners, in line with strategic objectives
- Plan, chair and organise meetings as appropriate with the SENCO, HOY or Assistant Head KS3/4 Pastoral.

General Responsibilities

- Develop and maintain a culture of high expectations for self and others
- Lead by example, achieving high standards of student attainment and progress, behaviour and motivation through effective teaching, support and mentoring
- Support the development and maintenance of the School's policies and practices to ensure consistent application
- Promote the school ethos through attitude, activities and events
- Supervise break, lunchtime, before and after hours' supervision as required
- Any other reasonable duties as requested by the Headteacher



Person Specification

	Essential	Desirable
Qualifications and Training		
Qualified Teacher status		✓
Ability to teach a range of subjects including Maths and / or English	✓	
Commitment to CPD and improving practice through reflection	✓	
Thorough knowledge & understanding of curriculum requirements and developments within your subject	✓	
Successful teaching experience across a range of student abilities within secondary school(s)		✓
English and Maths passes at GCSE	✓	
Experience as a form tutor and/or pastoral work	✓	
Professional Qualities		
Committed to the development and maintenance of good relationships with staff, parents, students, governors and the community.	✓	
Professional appearance which supports and helps to develop trust from families and external agencies	✓	
Ability to plan and organise effectively	✓	
To work well in a team, contributing ideas and supporting faculty procedures	✓	
To be a confident user of IT		✓
To contribute to the wider life of the faculty and whole-school, supporting extra-curricular and intervention initiatives	✓	
To be a confident user of IT as a teaching tool	✓	
Knowledge of best practice and procedures for safeguarding children and young people	✓	

Person Specification continued

	Essential	Desirable
Education Philosophy		
A commitment to providing good pastoral care of students	✓	
A commitment to the concept of lifelong quality first teaching and learning	✓	
A commitment to a school culture sensitive to ethical values, spirituality in its broadest sense and celebration of the achievements of all	✓	
A commitment to an inclusive education	✓	
Personal Attributes		
Excellent communication skills with the ability to relate well to students and adults	✓	
Integrity, honesty, consistency of approach and a respect for others	✓	
Energy, enthusiasm, determination, aspiration and an insistence on high standards	✓	
Be able to work under pressure, prioritise and manage time effectively	✓	
Good health and attendance record	✓	
Stamina to cope with the demands of the job	✓	

A photograph of two female students in school uniforms standing in a grassy field. The student on the left is holding a light-colored chicken, and the student on the right is holding a brown chicken. In the background, there is a white car and a wooden building.

Aspire Innovate Respect

**Closing date Tuesday 16 December 2025 at
10:00am**

Interview date - TBC

Applications will close should a suitable candidate be appointed

For an informal discussion about the
role please contact the HR Manager,
Karen Ehren
hr@carringtonschool.org



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information about our
school



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